

FE mandatory grants set for September, 1979

by Patricia Sutcliffe

A national scheme of means-tested mandatory grants for full-time further education students is to be introduced in September 1979, Mrs Williams, Secretary of State for Education, announced last week.

She told the National Union of Teachers' conference on the education of young people that the scheme would enable poorer students to remain in education.

It would not however be possible to provide grants on the scale of the Manpower Services Commission's £19.50 or at the level of supplementary benefits. They would be prohibitively expensive.

"But we are definitely moving towards establishing the same system for further education as that which has been operating for higher education since 1949," she said.

Mrs Williams added that where financial support was not sufficient, the education service should advise courses which were both attractive to young people and beneficial to society as a whole. Making this kind of provision also applied to the education and training of the young unemployed.

Day release for all young workers was another major challenge. This was an area where there had been little progress and where the Department of Education and Science was determined to move forward in co-operation with the Department of Employment and the MSC.

Aside from compulsory day release, another possibility was the introduction of a right to return for the under-18s for a 36-week period, leaving them to accept or refuse the option. The implications would need to be thoroughly dis-

cussed with both employers and the further education service.

But Mrs Williams, chairman of the TUC education committee, pointed out that attempts to provide compulsory general education for all young workers had been frustrated and their education and training neglected.

She called on the Government to press for a universal education and training strategy for all young people which would seek to develop a coordinated approach involving the education, training and employment sectors.

This would provide for the least gifted, include courses devoted to a particular vocation as well as traditional academic courses based on subject disciplines, ensure continuing progression between courses and longer-term vocational progress.

Mr Jack Chambers, chairman of the NUT working party on the education and training of 14 to 19-year-olds, agreed there was an urgent need to institute some form of continuing education and training system where young people could be regarded as "citizens in training".

He warned that if we did not respond positively to the inescapable, we would witness a cohort of youngsters whose experience of life stretched back through failure. He believed that a Central Council for the Training and Education of Young People should be set up to bridge the gap between full-time education at school and that provided in further education colleges.

This co-ordinating body would look overall and not in an ad hoc way at the needs of all youngsters between 14 and 19 years.



The Japanese Ambassador, Mr Tadao Kito, presents a gift of £2m from Suntory Ltd and the Toyota Motor Company Ltd to Professor Rolf Baldendorff, director of the London School of Economics, to establish an international centre for economics and related disciplines at the school.

Agreement on Students for Vyas near

North East London Polytechnic and the Central Council for Education and Training in Social Work are nearing agreement on a procedure for re-interviewing Mr Suresh Vyas, the Newham welfare officer whose application for a place on the polytechnic last year led to the Court action and the suspension of NELP's social work course.

Mr Justice Slade, who heard the case in April, ruled that Mr Vyas had neither been given a fair hearing at his interview for the course, nor properly enrolled as the result of "executory action" by the polytechnic directorate. His case was still legally pending and the polytechnic and the training council would have to devise a method for hearing the application again.

Latest proposals by the polytechnic envisage a three-stage interview panel. One would be a member of staff who is qualified and experienced in social work but who does not normally teach on the two-year social work course. Another would be an experienced social work teacher from outside the polytechnic and the third would be an education welfare officer employed by another borough.

Students for protest flats

Students are to take over flats in two notorious tower blocks in Glasgow after renovation work costing more than £1m. A quarter of the flats are empty and council tenants have consistently protested about conditions in the blocks, where a 12-year-old boy died in a fire on the 23rd floor.

The Red Row flats are the highest residential blocks in Europe and will take up to 540 students if a working party's recommendations are accepted by Glasgow District Council. The proposal is for 96 flats below the fourteenth floor to be occupied by council tenants and the remaining 136 up to the 31st floor, to go to students.

A cooperative run by tenants and students would be responsible for collecting rents and maintaining security, while the council paid for running costs. The cost of improving the flats would be £115,000. The council hopes that universities, colleges and the regional council will underwrite the students' first year's rent. Families with children of up to student age will be offered the flats still let to council tenants.

Responses to 'Higher Education into the 1990s' CNAA plumps for growth

by Peter David

The Council for National Academic Awards has called for an expansion of higher education in the 1990s aimed at meeting the substantial demand for higher education from mature students and those without two A levels.

In its response to the government's planning document the council says that the Robbins approach - based on 18 year olds with two A levels - is no longer adequate. It calls for a full-scale reappraisal of the nature of demand for higher education and the kind of courses which should be offered.

"What is required is a flexible system of post-secondary education which minimizes the division between higher and further education and provides opportunities for continuing or recurrent education at a variety of levels and in a variety of forms."

The council doubts whether there need be a slump in the number of students coming forward after the 18-year-old budge has peaked. It estimates that there is already strong evidence of growing demand among mature students. In 1976, it says,

Rise and fall in resources would be 'difficult'

by Maggie Crequer

A modest growth in about 1980 and then a brief drop in numbers is the latest prediction made by Lancaster University in its response to the discussion paper. The university argues that it would be difficult to ramp down resources from 1980 to 1985 and then build them up again later in the decade.

It is therefore likely that the number of students would be under-estimated in the mid 1980s although with a considerable number of staff retirements the filling of posts could be deferred.

The university says that Government assumptions that mature entrants' numbers are held constant would not accord with the desire to offer them increasing opportunities. Nor does it agree that the number of overseas entrants should be held constant beyond 1982 at much below present levels. Any reduction would be contrary to the university's wishes and against its charter. It would require discrimination on grounds of nationality.

Lancaster says there is no demand for short non-degree courses and that changes in secondary education, increasing professional requirements and the desire for a higher education may lead to higher degree entrants. It says that a major change like introducing longer or summer terms could not be justified simply to cover a 7 per cent "hedge".

The university favours Model E and says it already tries to provide a second chance to the educationally disadvantaged by offering a part-time route of entry for mature students and agreeing to transfers from the Open University.

It criticises the DES document for "totally ignoring the promotion of scholarship, research and public service", and says their call on universities may vary for reasons quite unconnected with student demand.

Robin Peile, professor of education at Southampton University, says the only thing that saves the DES paper from the waste-paper basket is his suggestion that more should be done to encourage participation by the children of manual workers in higher education.

Writing in the June edition of 'Where' published by the Advisory Centre for Education, he says the government's makeshift devices inspire little enthusiasm.

He says the proposals mean accepting larger classes and buildings, spreading the load over a longer period by cutting the length of degrees and diverting more students from full to part-time study.

He welcomes the expression of faith that higher education will be made a more attractive prospect for young people from poorer backgrounds. But he says practical problems are missing. He wants a comprehensive adult education system, with all the barriers between higher and further taken away.



a third of initial entrants to CNAA courses were aged 21 or over, and about 45 per cent of polytechnic applicants were mature.

There is still a great deal of untapped demand from women and young people from working-class homes, the council argues. In addition, students without two A levels could be admitted on degree courses.

"The spectrum of continuing or recurrent education is extremely wide. As well as first-degree courses and postgraduate courses, it includes basic and general interest courses, a variety of courses leading to professional and technical qualifications and the whole

'Expansion should not just be response to birth-rate'

by Maggie Richards

An enormous promotion and re-education campaign will be needed to persuade adults to take advantage of any new recurrent education opportunities, says the Scottish Institute of Adult Education.

In its reply to the Department of Education and Science consultation document the institute declares: "To consider the future of the higher education sector in isolation from the entire range of post-secondary education is likely to reinforce the present artificial pattern of segmentation. However, within the confines of the system, as currently defined, there is no doubt that the Robbins principle should be maintained and that capacity should be expanded to meet the full peak in projected student numbers."

"The latter provision should be maintained at all times, the institute says, to ensure that the available capacity is providing an increasing range of recurrent education opportunities for mature adults, especially those who have missed out on earlier educational opportunities.

But the institute's expansion of continuing education opportunities should not be wholly dependent on demographic trends. It should be a decision in principle. The institute welcomes increased investment by some higher education institutions in the recruitment of mature students, but also sounds a note of caution: "It is vital that the pattern and content of education offered to adults should be

appropriate to their needs. Generally speaking, courses in the formal higher and further education systems have been developed to provide for requirements of adolescents and young adults."

It points out that at least 20 per cent of the population have substantial experience of education for mature students during 1960s, when they were required to provide teacher training opportunities for a considerable number of mature entrants and re-entrants.

It would seem desirable to look at what has been learned from the experience of the 1960s and to consider ways of building on and developing further, relating to post practice and full immersion, the institute says. The major obstacle to the adoption of a recurrent education system is seen to be the system of public provision, and in the minds of public opinion and teachers alike education is sometimes for adults. An enormous promotional and re-education campaign will be needed to persuade adults to take advantage of any new recurrent education opportunities, says the Scottish Institute of Adult Education.

For Scotland, the institute calls for the creation of a national policy for continuing education, based on information about current practice and innovation in the organization and teaching of courses for mature students. The reply was accepted by the new director of the Scottish Institute, Mr Vernon Smith, former director of the Mid-Warwickshire College in Leamington Spa.

The polytechnic sector should be allowed to grow to 200,000 students by 1990 and should receive the lion's share of additional capital investment in higher education, Middlesex Polytechnic says in its response to the government discussion paper.

In an analysis of spending on higher education the polytechnic claims that the universities, already well endowed with senior staff and good facilities, are consistently favoured in government spending.

Where the polytechnics spend £220m on recurrent grants the universities spend £660m, the polytechnic says. Where £72m worth of mandatory awards go into the polytechnic sector, the universities receive £216m. Research council grants in the polytechnics total £30m, while universities get £110m.

"The significant advantage of the university sector in resource terms is mirrored in the status accorded to it in the public mind, and reinforced by the attraction of university entrance to potential students," the polytechnic says. "It is the maintained sector often has to contend with being the second best choice of intending applicants, a factor which makes for considerable uncertainty in predicting admissions for any particular year."

Middlesex describes Government policies in respect of the polytechnic sector as "quite inadequate to achieve what is required by the polytechnic sector" and calls for a "strong and effective" policy for restricting growth in the polytechnics.

range of post-experience work which may or may not be specific awards."

But a higher education embracing all those between 18 and 25 would be a radical change, and it was supported by an association of student groups. At present the system of student groups is against mature and part-time students.

The council says that the Robbins approach is highly defective in that it is not simply a case of compensating for deficits in numbers of traditional entrants. It estimates that adoption of the Robbins approach would bring an extra 30,000 students into higher education by the 1990s.

Of these, 30,000 would be students on an extra 10,000 courses on post-experience courses and an additional 20,000 on new courses based on one A level. CNAA calls for a special working group to be set up to examine the future demand in the sector.

Aberdeen stands firm in social work row

by Peter David

Sir Fraser Noble, principal of Aberdeen University, has strongly defended the university's decision to appoint Mr Gerard Rochford, a psychologist without professional qualifications, to the chair of social work.

After a meeting with members of the British Association of Social Workers this week Sir Fraser said that the university did not accept the association's view that the appointment was unsuitable. "On the contrary," he said, "the selection committee was fully satisfied that Mr Rochford had the qualities that made him an outstanding candidate for the appointment."

The Aberdeen meeting follows last week's decision by the BASW to call on social workers to boycott new students from Aberdeen and the London School of Economics. Both institutions have appointed academics without social work qualifications to chairs of social work.

The social workers' association has called on the two colleges to resume the two chairs and remove the new professors' direct responsibility for social work courses. It also wants a senior social work member of the teaching staff to be given direct control of training.

A statement from BASW says:

Sir Sam slams the system

by Robin McKie

A strenuous attack on our education system's middle-class morality which is preventing Britain from preparing for the future, was made by Professor Sir Sam Edwards, former chairman of the Science Research Council.

Speaking at a British Association symposium "Automation—Friend or foe?" last week, he criticised the imbalance in teaching at schools and universities round the country. Sir Sam believed Britain only had a complete education system in the sense that it was always possible to find an officially decreed body that was supposed to provide for each area of our educational needs.

"The difficulty is that although one part of the system works well, the other part is utterly grubby," he added.

The system worked well for surgeons because there was a straight path from O levels and A levels to high degrees and teaching hospitals. Even when one looked at engineers, the training was reasonable, although it was far less satisfactory than for medical practitioners.

But for both these classes, school education was reasonable. When we turn to that part of our population not destined for higher education, the picture is less satisfactory," Sir Sam said.

The aspiring skilled craftsman got a poor deal. His school subjects were remote from his professional needs. "The system just doesn't seem to care about him," he added.

This had important repercussions for industry which is faced with an inevitable decline in automation. For Britain to perform well in the future, we needed more skilled people to handle automated machines and more highly educated people to make them.

But at present our schools were so producing nearly enough skilled craftsmen. "We are faced with an education system which in principle can do all sorts of things but is simply not doing anything. Indeed there is a contempt for doing any thing practical."

This was highlighted by the fact that computer programming was not taught in schools despite the fact that it was a simple and important skill for future generations. There was a complete lack of any vocational training for most pupils and he attacked comprehensive schools as being watered-down versions of grammar schools.

And he warned that Britain would need to lead in the provision of automation and to synthesize industry and education. "The present university initiative to attract more people into engineering is a step in the right direction, but a study of the numbers involved suggests a hesitant step which would be a gallop."

"When universities appoint persons to chairs who are not social workers great, and perhaps unintended, damage is done in the constant battle to persuade the community at large that the practice of social work requires professional training."

In a letter to BASW last month Sir Fraser made it plain that the university was satisfied that Mr Rochford could handle the training responsibilities of the social work chair.

It said: "The selection committee's view was that in the absence of a professional qualification it would be necessary through other evidence to establish that the successful candidate had an appropriate attitude towards social work and adequate understanding of it."

The committee is satisfied that the evidence was properly tested and that the successful candidate could confidently be put in charge of the department's training responsibilities as well as of its other important functions."

A spokesman for the LSE, where similar objections have been raised following the appointment of Professor Robert Pinker to a new chair of social work studies, said that a letter had been received from BASW, but the school was not yet ready to issue a public statement.

Flexibility can reduce drop-out rate

by Ngain Crequer

Greater flexibility in teaching and an awareness of the different learning strategies and capacities of students might help to reduce "drop-outs".

This is one of the conclusions in a report on drop-outs in Great Britain in *Pedagogica Europaea*, a journal of educational research in Europe.

The report argues that it is all too easy for universities to assume that the student must be made to fit the institution, rather than adapting the institution to fit the student. Greater awareness of the problem need not necessarily lead to reduced standards. Serious consideration should also be given to increasing ease of transfer between students and institutions, it says.

Many students enrol in other institutions anyway, and not only could this ease the trauma that drop-outs go through, it would help to make universities more efficient and prevent "disastrous mismatches".

According to a review of the problem in Germany, it appears that the drop-out rate is decreasing, in spite of an increase in overall student numbers.

And in 1974-75, at the time of the survey, about one-third of the students had resumed their studies within two years of leaving their original course.

Analysis of training the great EEC growth industry

Analyses of vocational training represent the only growth industry in Europe today, but greater effort is needed to implement effective policies, says R. Clemmets, deputy director of the European Centre for the Development of Vocational Training, Berlin, said this week.

He told the Association of Colleges of Further and Higher Education conference in Torquay that at times analysis led to such unpalatable conclusions that obvious improvements were so gross that there was a tendency to spread the field of study and philosophy.

Issues of vocational training had now become mixed with those of youth unemployment. But vocational training had only a minor role to play in achieving immediate results in this area. Effective results could only be developed in the longer term as part of a total plan.

Mr Clemmets said that it had not yet been possible to spell out a common vocational training policy for Europe in accordance with the Treaty of Rome, mainly because of great differences existing between member states.



Sir Fraser Noble defends appointment of professor.

Clearing house pays dividends

One in three social workers applying in 1977 through the clearing house for social work courses in universities and polytechnics were successful, according to the first-ever computer analysis carried out for applications to courses leading to the Certificate of Qualification in Social Work (CQSW).

Of 3,118 applications to graduate CQSW courses, 46 per cent were successful. Thirty per cent of 5,534 applications to non-graduate courses were also successful.

A detailed analysis of graduate entrants shows that just under half the students had first or second-class honours degrees. Of the successful applicants in non-graduate courses 459 had O levels and two A levels, while 192 had O degrees.

Most of the successful applicants were social fieldworkers rather than social workers from residential jobs.

Attack on teacher training plan

by John O'Leary

A group of college principals and education specialists from universities and polytechnics in the North-West of England has produced a response to the Green Paper Education in Schools, criticising some aspects of the teacher training policy proposals.

In a detailed examination of the consultative document's section on teachers, the group says it cannot accept a programme of teacher training in a mere product to which elements are added to produce a particular curriculum. It is rather a cohesive process from initial training throughout teachers' careers.

Support is given to the aim of a graduate teaching profession and the stability it would give to the over-40 teachers who will give to schools the general prospect of four-year BEd courses is dismissed.

The principals believe serious consideration ought to be given to four-year courses becoming the norm because, although three-year courses are seen as adequate, the extra year permits higher professional and academic standards, particularly when students are able to delay their commitment to professional training until the end of their first or second year of study.

Until the relative effectiveness of concurrent and consecutive BEd programmes can be evaluated, both options should be available for students and prospective employers. Top priority in the group's document is given to in-service training, which should be re-organised by regional bodies.

The principals see a danger that as a result of the current contraction of teacher education, those who might prove invaluable for in-service training will be lost to the profession or be redeployed where their contact with schools is minimal.

Four university professors, two deans and 14 college principals in the North-West have signed the document. The group has met regularly over the past two years in discuss documents in teacher education and has sent its views on the Green Paper to Mrs Williams, Secretary of State for Education.

Changes ahead on compensation law

Changes in the law governing the way local education authorities pay compensation for college of education staff who lose their jobs or part of their salary as a result of mergers, are under examination by the Department of Education and Science.

Under the proposed changes, which would be introduced in Parliament when legislation on the Oakes report recommendations is under way, local authorities would be able to share the cost of such payments. Instead of shouldering the financial burden individually.

The existing wording of the Local Government Act 1974 restricts pooling arrangements in a small category of college of education mergers. Lecturers made redundant from a non-tertiary education college can have the cost of their compensation payments pooled, but for lecturers who lose their jobs from a teacher training department in a merged institution the local authority must meet the cost itself.

Mr Bob Morris, deputy education officer of the Association of Metropolitan Authorities, said that the anomalies in existing legislation had caused serious financial difficulties in some areas. Compensation payments could reach several thousand pounds each and an authority might have to pay the whole cost itself, which would be a "disproportionate" decision on redundancy issues.

Mr Morris said that lecturers' unions were also seeking changes in the legislation so that the costs of salary safeguarding payments could be pooled nationally. Under the present arrangements, the unions argue, local authorities are reluctant to appoint staff whose expected salaries would result in a large extra charge to the authority.

Changes in the regulations would extend pooling arrangements to non-teaching staff who are excluded under the existing system.

Our heads, rather than reading enviously," he said. "NUS will work in the interests of all its members, whether from this country or abroad." An NUS official added that overseas students were well provided for by the union, with an executive member and a full-time member of staff responsible for their welfare.

Breakthrough in dyslexia diagnosis

by Ngaim Crequer



Mr. George Pavlidis

A major breakthrough in the diagnosis of dyslexia, "word blindness", involving the tracing of eye movements, has been made by a Manchester University research fellow. Mr. George Pavlidis has developed a technique which convincingly shows a qualitative difference between the ability of a backward reader and a person with dyslexia. The condition is still not universally recognized in the world of medicine and some experts still claim that dyslexia is just a polite description for poor reading ability. But Mr. Pavlidis has developed a machine which, tracing eye movements, shows the difference between a fast, slow, backward and poor reader, and that someone's ability to read can be measured, completely apart from cultural or socio-economic factors. He has found that cultural factors can impede or improve reading ability, but do not cause inability to read.

Television fails to make impact in Third World

by John O'Leary

A joint study carried out by the Universities of Manchester and Jerusalem shows that television has had little or no impact on the illiterate masses in developing countries. The project, which covered 91 countries, was the largest worldwide study of broadcasting ever undertaken. A grant of \$118,000 from the Ford Foundation supported field work in 11 countries and the assembly of data from 80 more.

The main conclusion, published under the title *Broadcasting in the Third World: Promise and Performance*, is that hopes for rapid development resulting from the arrival of broadcasting have been dashed. Instead, say the researchers, the gap between rich and poor and between the traditional and modern ways of life have widened.

Radio and television models have been imported wholesale from Europe and North America, contributing little to the indigenous culture. Television is often available only in a small elite in the capital city, much of the rest of the country being without electricity and unable to afford television sets anyway.

The study reveals that in Africa and Asia there are only six sets per thousand population, compared to 60 in Latin America and 530 in Great Britain and the United States.

Educational broadcasting, which many hoped could compensate for shortages of teachers, schools and equipment, has also failed in rural areas because of inaccessibility. The study was directed by Professor George Welle and Mr. Michael Pittsforth, of Manchester, and Professor Elina Kitz and David Shaw, from Jerusalem. They concluded that broadcasting in most Third World countries was strictly controlled by government, with even private stations not daring to criticize the establishment.

With the role of television in developing countries still to be defined, the authors advocate an increase in home-produced and regional productions, training local staff in the particular countries rather than in Europe or Hollywood.

New journal of research communication studies. Traditional and alternative methods of producing and distributing research information in the pure and applied natural sciences, social sciences and humanities, form the content of a new publication *The Journal of Research Communication Studies*.

The journal is published quarterly by Elsevier Scientific Publishing Company, Jan Van Galenstraat 334, PO Box 220, Amsterdam, The Netherlands, 53275. Free sample copies available on request.

Highlanders need more than just roaming in the gloaming

by Maggie Richards

Deprivation of leisure opportunities is not confined to inner city areas, and can be equally severe in rural environments, according to the findings of a research team from Edinburgh University.

The Tourism and Recreation Research Unit has just published its report on a study of recreational facilities in the Scottish highlands and islands. The unit's main task was to compile a series of 12 directories, giving information on the assets and characteristics of more than 3,500 facilities. Copies of the directories have now been distributed to national bodies and local authorities.

The team travelled more than 25,000 miles in eight months, talking to several thousand individuals. Their discussions formed the basis of the report which, unlike the directories which present hard facts, attempts to examine the less tangible elements of recreation and assess their importance in society in the highlands and islands.

One valuable link to provision was recognized to be the dependence of such areas on a few key individuals; and the old and young whom leisure opportunities were particularly limited.

The investigation confirmed the importance of the village hall to rural communities, and the report says efforts to sustain or revitalize

recreational activities centred on village halls would be repaid in full through the stimulation they would provide to leisure pursuits.

Although rural depopulation is continuing, the population of the region as a whole is increasing, and the report argues more leisure facilities in more increased demand.

Living with tourism is a fact of life for many residents, the report says, and although its seasonal nature may impose certain constraints on the community's leisure patterns, it can also ensure facilities are provided which could not be justified purely to cater for local needs.

In a foreword Professor Kenneth Alexander, chairman of the Highlands and Islands Development Board, says: "While on the whole we believe the unit has produced a stimulating and readable contribution, we feel that the living with tourism chapter does not present a fully balanced picture of the complex issues involved."

Although any major industry inevitably has some detrimental side effects, we believe that sympathetic tourism planning and development policies can reduce these to a minimum.

Research Study into Provision for Recreation in the Highlands and Islands, Volume 2: Regional Perspectives and Commentary, published by the Tourism and Recreation Research Unit, Edinburgh University, High School Yards, Edinburgh.

'Help widows help each other'

by Peter David

Widows can help each other to cope with "the most common single personal catastrophe", according to a research report on widowhood carried out for the Home Office by Mrs. Anne Stanger, principal lecturer in social policy at Lancaster Polytechnic. The report recommends setting up a national advisory service for widows to make up for deficiencies in statutory provision.

The aim of the project was to discover how effective a voluntary advisory service run by widows would be. The Home Office grant was used to set up and monitor six local voluntary run advisory centres in Chesterfield, Coventry, East Kilbride, Leeds, Middlesbrough and South Cumbria.

An analysis was made of questionnaires completed by 248 widows and follow-up interviews were held with 21. The sample was divided into widows who had used an advisory service and those who had not.

The two main problems cited by women who completed the questionnaire were loneliness and the problems of house maintenance. Loneliness and isolation were mentioned by 78 per cent of the women and

house maintenance by 60 per cent. Only a third of the women interviewed thought to financial problems although more than 70 per cent had incomes below the level of supplementary benefit.

A surprising finding was that the incidence of problems showed no signs of decreasing over time, although the researchers had assumed that the most acute stage would be the first two years of bereavement.

The report recommends setting up a national widows' advisory service employing a headquarters office and a permanent official to organize local volunteer groups. The estimated cost of creating local groups is put at between £100 and £500 each.

The report concludes: "There are over 3 million widows in England and Wales; about 200,000 are bereaved each year. Fifteen per cent of women over the age of 15 are widows, and a further per cent are widowers."

Radar work could give rapid storm warnings

by Robin McKie

Science Correspondent

A national radar monitoring service, which could predict the movements of all storms and give advanced storm warnings for shipping and offshore oil rigs, could result from research being carried out at Birmingham University.

The Science Research Council has just awarded £97,000 to Professor E. Sherman of the electronic and electrical engineering department to carry out the research over the next four years.

Two separate techniques are to be investigated. The first will give the location of the storm centre, the second will give the direction of the storm's movement.

The first process, known as "sky-wave radar", uses a radio beam which is bounced off the ionosphere to the sea surface. The return can then be analysed by computer to give a map of wind forces and directions. At present this analysis takes up to four days but Professor Sherman's team intend to cut that to about 15 minutes.

The second technique involves a greater detail about waves, currents, and waves up to 200 miles distant. The first process, known as "sky-wave radar", uses a radio beam which is bounced off the ionosphere to the sea surface. The return can then be analysed by computer to give a map of wind forces and directions. At present this analysis takes up to four days but Professor Sherman's team intend to cut that to about 15 minutes.

That optimistic climber and provider of highland services, the salmon, has become a fresh victim of electronic gadgetry. For at Aberdeen University, research with satellite navigation is being used to track salmon using electronic beacons.

The work will be carried out by Dr. L. G. Pridmore, of the department, who has just awarded a grant of £10,000 from the Natural Environment Research Council to carry out the study into the salmon's behaviour.

The transmitters will be mounted on the salmon's dorsal fin, which the salmon is seen to carry in its mouth. The fish will be tracked by a receiver on the river bank, which will be connected to a computer. The computer will then be able to track the fish's movements.

This had important consequences for salmon fishing, which is a major industry in the north-east of Scotland. Although rivers and seas were heavily polluted, many estates were heavily polluted.

At present Dr. Pridmore is working on the problem of tracking the fish's movements.

The BL Viewdata projects. The British Library is spending £24,550 on two research projects to investigate the possibilities of using the Post Office's Viewdata communication system which links television sets with a central computer data base via normal telephone lines.

Both projects are being run in conjunction with the system's major market trial which begins this month in preparation for full-scale operation next year.

In the first project Langton Information Systems has been awarded £22,000 to carry out a joint investigation with the use of Viewdata in libraries and community information centres.

It's enough to make a salmon leap

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North American News

Cash rethink after tax revolt

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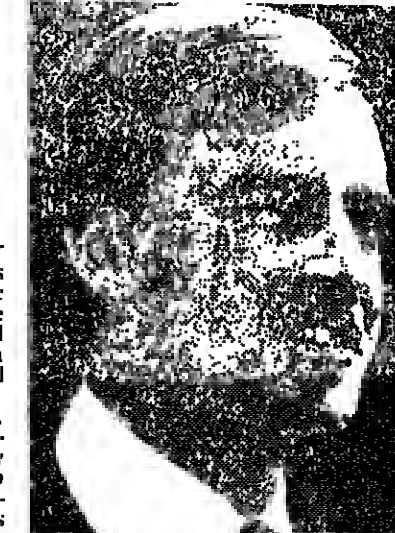
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Governor Brown: under pressure

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The community college system is

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Both the University of California

and the California State University

systems will have money di-

verted from their annual state

revenue so that other services

which depend heavily on local

property taxes can be maintained.

Both systems were asked by the

department of finance to prepare

contingency budgets based on 5,

10 and 15 per cent cuts. The most

likely figure is a cut of \$400, or 5

per cent of the \$700 million each system

receives from state sources.

However, it is regarded as highly

unlikely that salary increases will

be awarded to staff and faculty at

the UC system, or the 1978-79 fiscal

year. This will save the state

another \$400 million to be allocated else-

where.

Any freeze on faculty salaries

will not be popular with USC

administrators. The president of

the UC system, David Saxon, has

been lobbying for many months for

higher faculty salaries as he claims

that UC is losing highly competent

staff to universities in other states

and to industry.

The UC system will be directly

affected by the property tax cut in

agriculture, agriculture extension,

which is run in conjunction with

local counties and the clinical

teaching programme which is car-

ried on by affiliated county hospi-

tals and clinics and in former

county hospitals now operated by

the university.

Cutbacks in both these areas are

likely. The university is especially

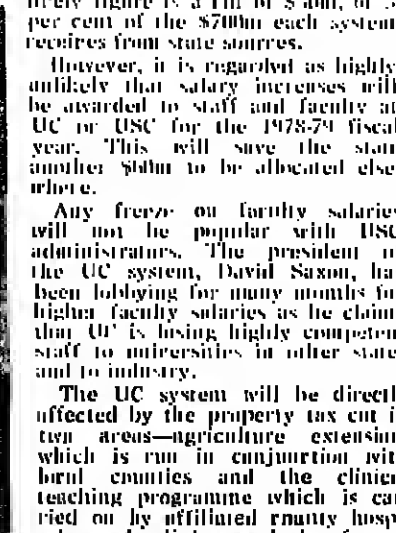
worried about the effect on its

medical school as many of the

social problems underlying them

are being tackled by the univer-

sity.



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Republic of Ireland

Economist calls for private universities

Fees for higher education should be raised to cover the full cost of tuition and student grants should be replaced by loans, says an economist in a controversial report on Irish education.

The dramatic suggestion that the government should withdraw, or at least scale down considerably, its funding of higher education was made by Professor Dale Tussing of Syracuse University, New York.

The same should happen in the case of senior secondary school pupils, aged around 16 or 17, he says.

In his lengthy report, published by the Economic and Social Research Institute, Tussing was seconded for 15 months. Professor Tussing argues that a distinction should be drawn between the private and public gains from education.

He says there is, in principle, no more reason for state finance than there is, in general, for state finance of entertainment, recreation, food and/or other private goods.

A distinction should also be drawn between benefits that accrue to Ireland and those that accrue elsewhere through emigration.

He concludes that public funds should be used only where public benefits would result and even then only if the benefits were felt within Ireland. This could be done by making the recipient pay for education after the compulsory schooling stage, or by treating such education as income and taxing it accordingly, Tussing says.

He also says income and social class should have no effect on access to schooling. Loans or grants should be made available to stu-

A study by a visiting professor has started a huge debate on educational priorities. Paul McGill reports from Dublin

dents with modest means and a loan fund should be established for all students. Repayment should be linked to subsequent income and spread over a great many years.

The Irish national teachers' organisation welcomed the emphasis in the report on shifting resources from third level, where only a minority benefit, to first level, but criticized the idea of private enterprise education.

Tussing admits that his suggestions are harsh, but says the alternatives may be still more harsh. Although there has been criticism of the report, there has been little argument about the analysis of the problem—that the country faces astronomical rises in educational expenditure because of a rapidly increasing population and higher participation rates.

Recent data from the OECD put Ireland at the bottom of a league of 18 countries in the participation of 21-year-olds in education, and near the bottom for 19 and 20-year-olds.

Since Ireland has small and open economy, her participation rates must rise faster than the European average, Tussing argues. To make matters worse, although the youth population is declining in many European countries, including Britain, he estimates that the number of 18 to 24-year-olds will rise by 86,000 between 1974 and 1986.

In the same 12 years, he believes that enrolment at all levels will rise by 189,000, or 21 per cent. This breaks down into increases of 81,200 (14 per cent) at primary level, 36,800 (23 per cent) in the junior years of secondary level, 32,400 (21 per cent) in the senior cycle of secondary level, and a massive 36,000 (159 per cent) at third level. Overall, this implies a doubling of expenditure.

He highlights the disparity in the cost per pupil at different levels, with primary children getting an average of £61 each, and third level students getting £712 (both in 1973-74 prices). Higher education colleges cost only 14 per cent of current and 21 per cent of capital spending from public funds.

The disparity is aggravated by the fact that the minorities who prefer to enter cycle secondary and higher education are drawn mainly from the upper strata of society.

The extent of this subsidy to the upper strata of society is bound to continue if, as the report believes, enrolments in higher education rise to 65,900, the increase needed in current public spending will be as much as 270 per cent.

Even if expansion occurs largely in technical colleges, where costs are perhaps less, a doubling of expenditure is necessary.

The report examines in detail factors, apart from a larger youth

population and higher participation rates, that will make Irish education more expensive.

It argues that Ireland has a highly developed education system because of the frugal nature of its facilities, the contribution of the churches and religious orders, and the emphasis on academic rather than on more expensive technical education.

All of these factors are declining. In particular, however, because the standard of facilities is improving, largely because of trade union pressure, because the religious bodies are becoming less active, and because technical education is becoming more prominent, in addition, equal pay for women is pushing up the wages bill.

With the resulting explosive growth in spending, the Government should concentrate its money where it will do most good. Taking one example, Tussing argues that the abolition of secondary school fees 10 years ago served as a windfall, increasing the disposable income of the parents involved, rather than serving as a bonus for secondary education except in slightly increased enrolments.

The report recommends a major national debate on educational priorities.

Tussing comes down firmly on the side of planning. "There is a danger that little will be said or done about these problems until they have reached crisis proportions, and that the public will learn about the pressures, not from Ministerial statements, but by over-crowded classrooms, widespread use of temporary classroom buildings, and lack of sufficient places for those who want to go to school."

The report examines in detail factors, apart from a larger youth

Students may lose an academic year

from Mario Modiano

The Rector and the Senate of the University of Athens have submitted their proposals to the Ministry of Education in protest against a draft Bill concerning the status of university teaching assistants.

This is the latest development in a dispute that is threatening 100,000 students in Greece with loss of the current academic year.

The controversial Bill was passed in order to end the strike of 4,500 university teaching assistants which lasted three months, which, coupled with student protests and frequent stoppages, disrupted the programme of the universities this year.

The strikers demanded a permanent right to teach without a doctorate. The Ministry of Education rejected the demands on the grounds that they would have downgraded university degrees.

The system of appointing assistants to the chair was originally intended as an encouragement to promising students to pursue an academic career by gaining teaching experience. Gradually, however, assistants were used more and more to relieve professors who were busy elsewhere.

The Bill would give assistants, in some cases, the same status as professors, which would mean that they would be able to teach without a doctorate.

The Bill of University Teaching Assistants has been passed by the Ministry of Education. It would give assistants the same status as professors, which would mean that they would be able to teach without a doctorate.

Expensive ivory tower in search of an identity

Uli Schmetzer reports from

Florence on the first year of the EEC University Institute

High above Florence, in a former monastery wedged between olive groves and vineyards, the EEC's University Institute is a place of quiet reflection, a place where the world of the ivory tower meets the world of the marketplace.

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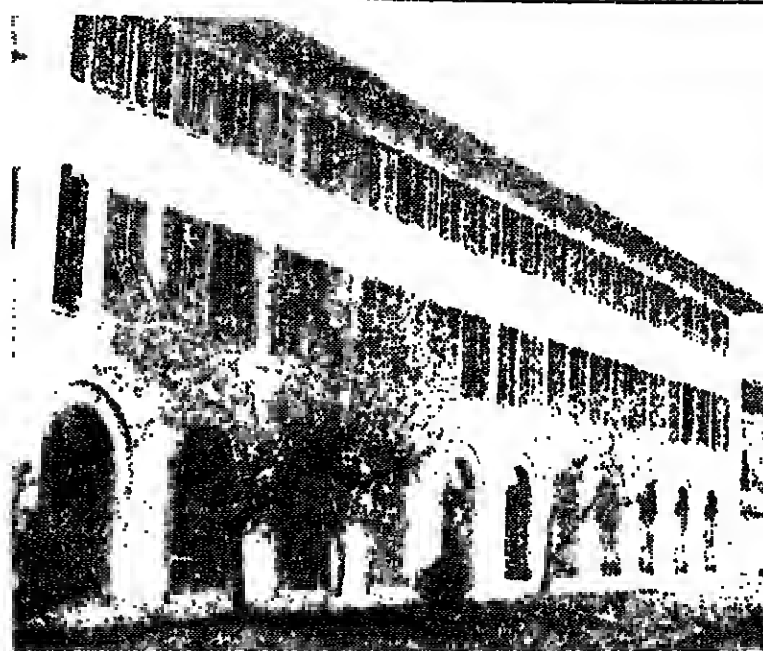
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The Medici-built institute. Beautiful, but is it too remote?

fit into the framework of a seminar have already lost the benefit of the institute.

These problems would be eliminated if both professors and students were to participate in a pre-selected project of mutual interest. However, such "centralized" projects would require a two-year preparatory period to allow the library to stock required material and the administration to make contact with professors and postgraduates interested in the theme.

While Mr Kolmann sees the institute as "a place where post-graduate students and professors of different cultural backgrounds look at a problem together," other institute members have a different view.

Research would be a flow to individual researchers.

Professor Wilson, now heading the history department at the institute, sees a danger of sacrificing the exceptional student with an "official" specialty to a mediocre one who fits into a research scheme.

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Britain, Germany, America: whose funding system is best?

Henry Wasser reports from New York on a seminar on the problem of finance

Continuing optimism was the keynote of an international conference on the economics and financing of higher education held recently at the City University of New York.

Garth Williams, of the University of Lancaster, who was comparing notes with German and American academics, proposed that the income for British universities should be derived from a number of three main sources: fees, payment for research and block grants.

Since a substantial part of British Government finance for universities had been shifted from block grants for institutions to subsidised fees for students, he believed a strong case should be made for shifting further funds from block grants towards the research councils, responsible for financing research undertakings.

These universities would be re-warded directly for the research of their staff.

Under the new fee arrangements universities must be successful in attracting students would benefit; those most successful in attracting research funds would benefit from the Williams proposal.

University enrolments in Britain will begin to be affected from 1984 onwards from the decline in the birth rate in 1965 to 1975. Channelling funds, as Williams suggests, may be a more efficient and socially equitable way of deciding which institutions will prosper and which decline than a block grant system which treats all institutions, in some sense, equally.

In 1976, the Government, in determining block grants, had charged a level of fees amounting to 20 per cent rather than the previous 5 per cent of current income with the government increasing the student grants by an equivalent amount going directly to the universities.

The implications of this surprise decision led Williams in his paper to avoid the equity versus efficiency issue.

At the conference, sponsored by the University's Center for European Studies, Ulrich Teichler of the Max Planck Institute for Education Research in Berlin and the University of Kassel surveyed comparative research approaches to higher education and employment in West Germany and the United States.

Time difference was the insignificance of prestige distinctions among German universities. More comparable was the academic bias of university education where research has tended to neglect its importance for the relationship between studies and occupation.

Moreover, these human period: did not offset the loss of ground in 1904-30, 1930-52, and 1970-75.

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Italy

Reform plan a blow for professors

from Uli Schmetzer

ROME. Italy's perennial "paper-tiger", reform of the chaotic university system, has been more pushed on to the public stage with the Senate Education Committee tabling a massive 51-clause reform proposal.

The all-party committee wants a return to numerous classes and entry requirements for students whose high school certificates are considered insufficient.

The embryo reform measures have also struck a blow against the liberal extra-curricular activities of Italy's professors.

If the proposals are accepted by both Houses, professors will be hindered from visiting newspaper or magazine articles for re-qualification, may not hold a second job and must teach a minimum 12 hours a week at their faculties. In addition, no faculty member can simultaneously hold public office or be, for example as mayor, member of parliament or councillor.

Such restrictions on a versatile faculty staff have come like a bolt of lightning in a country where even former Prime Minister Professor Aldo Moro, killed by his guerrilla kidnappers last month, gave university lectures in the morning and held cabinet sessions in the afternoon.

Yet the clause that caused the highest furor is the intention to force aspiring faculty professors to submit to an annual "temperament" test for vacant posts.

Senator Leonino Barisani, president of the National University Committee (the biggest trade union of academics) criticized the tradition of academic boards to allow their posts, saying: "This will even further bureaucratize the universities."

At Education Minister Mario Pedull's already told rate academics he will introduce quite a number of amendments. In the end, the long overdue and frequently discussed Reform Bill might meet the fate of its three predecessors over the last decade. All ended up in the archives.

Although the head of the committee, Senator Vittorio Cervone, immediately pointed out that the 51 clauses were only "points of reference" for the eventual Bill, the proposals were tabled with the supposed consensus of Italy's political parties.

Despite the initial sceptical reaction, there appears to be general consensus that the ten-year experiment with a "mass university" has failed—condemned by



Senator Pedull promised changes

lack of teaching facilities to keep pace with enrolments and the variations in standards of the country's secondary schools (which left many newcomers unprepared for tertiary education).

The Reform Bill intends to bring back the hated *numerosi* classes with a faculty quota system that is to be revised every three years.

"In accordance with the economic and social development of Italian society,"

New students, considered by the faculty board to have sub-standard education, would be subjected to entry examinations which would be abolished once Italy's secondary students can be given a place in other universities across the country—a point that is certain to enrage Italy's home-tied student population.

And in a country where the majority of students study at home and attend campus mainly for examinations, the new law requires lecture attendance as a prerequisite for access.

If the proposals become legislation, student leaders say their main achievements over the past 10 years (abolition of numerous *clausuras*, free choice of study, admission to any one of a secondary education) will be wiped out at a stroke.

For years the students have blamed the failure of the "mass university" on successive governments which have never honoured their promise to build 12 new universities and add 7,500 new teachers to campuses where the student population has doubled to 1,200,000 over the last decade.

In fact, the Rector of Rome University—probably the world's most congested with almost 200,000 enrolments—warned this month that un-

less the Government immediately starts on the building of Rome's promised second university at Teramo, "the University of Rome must seriously consider if it can function and open for the next academic year."

The decision of quotas and choice of courses is to be left to a 48-member special commission consisting of parliamentarians, higher education specialists and trade union representatives. This commission will also evaluate government initiatives for the abolition of certain degrees and their substitution with new diploma courses.

The two-year diploma, designed for other mediocre students in those with inferior secondary education, will be a new institution on the campus which is now dominated by the four-year laurea (bachelor degree). The laurea will maintain its legal value, elevating its holder to a higher income bracket.

Apart from the laurea and the diploma, the proposals envisage a degree in postgraduate study (specialized) and a 2,000-research doctorates with a 3.5 million lire (£2,000) annual scholarship grant. The length of the specialization will vary according to the subject while the doctorate would require a four-year post-graduate study.

The proposals include a British-type department system with each department run by a council of professors empowered to distribute research funds and set up basic sources.

Meanwhile the chaotic range of teaching titles will be compressed into two formal categories: the *university* professors with firm appointments and the *ordinari* who can aspire to associate after passing an examination held by a five-member commission.

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Holland

Minister presses on with plan to cut studies

from John Richardson

THE HAGUE. Minister of Education Dr Arie Pais has stressed his determination to realize his plan to cut the number of students in the Dutch higher education system.

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South Africa

Dental opening

An institute for mouth and dental research established at the University of Witwatersrand in Johannesburg is the first of its kind in South Africa.

The institute is a joint effort by the University of Witwatersrand and the South African Medical Research Council and is designed to cater for all population groups.

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A silent diplomat takes the helm as troubled waters loom

David Bethel, subtle and mature director of Leicester Polytechnic, takes over the helm of the Committee of Directors of Polytechnics at a critical moment in the history of the polytechnics. Their destinies have been thrown in the melting pot by the Hakes report and the great debate on the future of higher education. What emerges after the roll-call here has been shaken up depends largely on the political dexterity of the polytechnic directors.

In David Bethel the polytechnics have not chosen a cautious champion likely to go in for insipid public posturing, he is a quiet somnolent, a man who professes hard work and hard argument, but whose political declaration, unique among directors, comes from an art college background, but is firmly committed to a vision of the polytechnics as distinctive, and above all mature, institutions working alongside the universities.

Nor is he despondent about the uncertain future of higher education. If there is a demographic "hump", he believes, the polytechnics are less rather than more vulnerable than the universities. And he does not subscribe to the theory that in the past the polytechnics have "aped" their brother institutions; if anything, the universities have sought to emulate many of the successful innovations of the polytechnics.

One of his first tasks as chairman of the CDP has been to formulate a tough polytechnic response to the Hakes report. He was not a member of the Hakes group and the CDP's response—an uncompromising bid for freedom from the local authorities—is bound to undermine the precarious compromise cobwebbed up during the Hakes deliberations. But he is certain that the polytechnics are right to hold out for independence. "Our growing up period is over," he says. "Either we are mature enough to manage our own



David Bethel: "the mind describes."

affairs or we shouldn't be in the game at all."

David Bethel's own growing-up was a curious mixture of interests in management, art and education. He left school at 16 and did a short stint as a management trainee for Lister Brothers before joining the wartime army as a "special services" man in the Far East. Afterwards he was based in Singapore advising demobilising troops on their civilian careers. During leave he spent most of his time looking at the art and architecture of the Indian subcontinent—work and pleasure which was to form the basis of a thesis on Ceylonese art.

He qualified in art and art teaching at the West of England College of Art and Bristol University, became head of graphic design and vice-principal of Stafford Art College and then spent 13 years—far too long—as vice principal and later principal of Coventry Art College. In 1959 he moved to Leicester where he spent 13 years—far too long—as vice principal and later principal of Coventry Art College. In 1959 he moved to Leicester where he spent 13 years—far too long—

in so that institutes and colleges of higher education are not "deflected" from their further education objectives. Citing the example of regional management centres he says that degrees offered in other colleges might be directed by the academic boards of neighbouring polytechnics—a proposal which will elicit mixed feelings from the newly established institutions.

Local government retainers and academic drifters from new higher education colleges may well, therefore, view Mr Bethel's accession with alarm. But his clear and strong views about the future of higher education will not make an essentially quiet and pragmatic man into a pugilistic ideologue. He believes that the CDP should continue to influence policy in the way it has done in the past—by silent diplomacy and close private argument with local government, the DES and the Council for National Academic Awards.

Poly directors seek overall statement of government policy

A positive commitment on future policy for the higher education sector is required before any action is taken to implement the Hakes report, according to the Committee of Directors of Polytechnics.

Last week the CDP published its response to Hakes, and urged Mrs Williams, Secretary of State for Education and Science, not to ignore anything of the report's major recommendations—that a shadow national body should be created for the public sector.

In first seeking a policy statement on the whole higher education sector, the CDP says: "We have welcomed a number of the recommendations and believe that their implementation could represent a major advance in the national planning of higher education in the maintained sector. We have also expressed concern on a number of matters which require further consultation and clarification."

"Much more detailed work needs to be done before the report is implemented. For this reason, we hope that the Secretary of State will not accept the recommendation to establish 'on a shadow basis' a national body until the necessary consultations and detailed clarification have been completed. Any shadow arrangement should await the stage when the preparation for the enactment of legislation is under completion."

"The steps taken to implement the proposals need to be preceded by a positive affirmation of policy by the Secretary of State for the development of higher education as a whole, setting out clearly what form of higher education the national body should be seeking to develop if the national body is to assist in the development of policy rather than to perform a limited watchdog role."

Advocating role definition for the three groups of institutions—offering higher education courses—the traditional universities, the polytechnics and other colleges—the

CDP says: "We expect that this should be dealt with in the policy statement we seek prior to any steps being taken to implement the proposals in the report. Role definitions would clarify the role of the polytechnics, the differing types of universities and other colleges in vocational education, community-oriented studies and continuing education, and the emphasis which should be placed on part-time study, post-graduate courses and research. Without such guidance it cannot be expected that any new system of higher education can be developed by an implementation of the report, or that the worthwhile proposals of the report will yield their full potential."

In examining events leading up to production of the Hakes report, the response reveals a "mythology" that there has been little scrutiny of the budgets of major institutions.

"The polytechnics can find no hard evidence to sustain this charge which has never been investigated publicly," it says.

In looking at the funding system, the CDP concludes: "We believe the funding system as presently administered, has not been shaped by the institutions or by the maintaining local authorities, but has been a timely mechanism in use during a period of remarkable development for higher education in the non-university sector."

Commenting on the more general issues raised by the report, the response states that polytechnics value their local connections and are anxious to develop them. But it adds: "The involvement of the local authority, however, is not synonymous with the control of, or with 'maintaining' the polytechnics."

"The great majority of our work is planned nationally even though historically the basis of much of our work was developed through needs identified locally. We believe the nature and composition of our governing bodies

and the manner in which they are funded, must be based on a detailed knowledge of the institutions and it is difficult to see who benefits from the present form of control and 'maintained' status. We look for national planning and funding, strong links with industry and other employment, partnership links with the local authority, but accountability and local control vested in the governing body. This accountability should be to a national body which, in turn, is accountable to Parliament through the Secretary of State."

The response goes on to demand that the present system supported by funding through the rate support grant is inefficient and argues that polytechnics should be made accountable directly to the proposed national body through the adoption of corporate status.

Giving a general welcome to the proposed national body, the CDP also reports its reservations on the proposal.

Noting that its members, according to the Hakes report, "must be free to form their own judgments and to exercise a personal and specific" in the response points out that this conflicts with the later recommendation of special reserve powers for local authority representatives and the power of appeal to the Secretary of State.

The response is critical of the role of the national body which, it says, it will be "wholly concerned with only one of the inputs needed to the maintained sector of higher education, namely finance."

It is also insistent that there should be strong academic representation in the sub-committee.

"If the decisions of the national body are to be mostly based on educational and academic criteria, there will need to be a sub-committee structure which is representative of academic interests. This need is separate from the need for

a liaison between the polytechnics and the universities, and must provide expert advice in the national body. There are strong, that the decisions of the national body must command the confidence of the institutions. This confidence can only be maintained by establishing that the decisions have academic credibility and are not concerned solely with a division of the total financial available."

Comparing the membership of the University Grants Committee, with its 20 per cent academic representation, and the proposed membership of the new body, the CDP adds: "We expect that the national body will need specialist academic inputs which we see coming from a subcommittee structure with a membership drawn almost entirely from those responsible for teaching and maintaining academic standards."

On the system of modified funding suggested in the Hakes report, the CDP has "serious misgivings". It feels a direct grant system would provide an "unintegrated, economic and accountable arrangement, the response says.

There is a welcome for improved coordination with the university sector. The document says: "The national determination of the global sum allocated to higher education must be related to national policy on higher education. The effective development of the work in both sectors will require a liaison group of polytechnics and the universities with real powers. At present each university can promote its own development while polytechnics, with a remit to be responsive to needs, have to convince a range of bodies before a new course can be offered. Implementation of the report may ease these present energy-consuming procedures, but there remains a need to coordinate and plan higher education as a whole."

Dealing with management at local level, the report also welcomes the report's recognition that the universities have not been uniform in treatment of institutions undertaking similar work. "We have been particularly

concerned that the subject of local authority staff has been related authority to the individual local authority, grading each to its comparable responsibilities in similar institutions."

There is concern that the report advocates the continuation of "unbalanced" regional committees.

"We see no real reason for regional committees for teaching and do not believe this should be used to sustain a regional organization for all higher education in the non-university sector."

"There may be advantage in regional coordination of research and advanced further education to obviate duplication of resources for higher education in the non-university sector will be regional level."

If a regional dimension required by the national body could move appropriately to be placed by the regional education development councils rather than regional advisory councils.

"It is the even more serious concern that the consideration of higher education, then, we would see them as the regional aspect of national policy, with that role, we would then expect them to have a monitoring role and not be concerned with financial control or course allocation."

"The CDP is conscious that higher education in the non-university sector has suffered from a multiplicity of levels and agencies, which has led to a fragmented and energy-sapping process, detracting from the giving of the national issues in need of attention and clarification."

"We see the national body as another layer: it is not to be introduced, the regional level should disappear and the national body should seek to consolidate and simplify the other layers."

Noting that the report diverges from material provided by the private sector from 1603-1649, and is proposed to cover the

\$150 put Jack of all historian trades in business

Judith Judd interviews Professor Jack Hexter of Yale University who last week presented six volumes on the 1628 Parliament to the Commons

Professor Jack Hexter looks no more than a man with a great deal of energy and a great deal of energy. His reputation as a scholar of the 16th century is well known. He has written a number of books on the history of the 16th century, and his latest work, the 1628 Parliament to the Commons, is a masterpiece of scholarship. He has written the plan and the introduction to this year's set of six volumes. He believes it will be as interesting to scholars in America as it is to British scholars. "A few years ago this would not have been so. History of the 16th century was all about the fall of the century and not about politics, but recently there has been a revival of interest in political history." He remarks characteristically, that if you just stand still you do a full circle.

Professor Hexter is aged 68 and about to retire from his chair at Yale. His career as a historian began by accident. His father was the youngest president of the Monthly Club, an Exchange and went bankrupt at the age of 33. His grandfather

was a great gambler who also went bankrupt twice. It was not a family tradition, but it was a family trait. But one day at high school his history teacher read out his name along with a number of others who had been chosen to go to another high school to take some tests. Jack Hexter failed tests, but he also failed the history teacher. He had never intended to go to college, but he took the tests and won a scholarship for \$150. "In my family if you won a scholarship for \$150 you took it."

His father, with his usual imprudence, suggested engineering, though it was the year before the depression. Engineering, in any case, was not a success. "I had the highest rate of breakages of engineering apparatus ever recorded." He decided to change to the liberal arts and to concentrate on English. "I was pretty good at it but I felt that a subject in which I was so easy to con the public had some weaknesses." His worst subject was history, so he went to graduate school at Harvard to study that.

When he came out in 1937 "it was not a vintage year for academic jobs." He was on the dole for two years. The first he spent

visiting England on the grounds that it was as easy to be on the dole here as in America. The second he spent writing *The Reign of King Pym*, which is still in print and which sold 51 copies last year. Since then he has written a number of books. Another of his favourites is R. H. Tawney whom he believes is responsible for the renewed interest in sixteenth and seventeenth-century history. He speaks highly of Tawney's live-ness, though he believes he was much influenced by his religious and social commitment.

Professor Hexter himself is a lifelong social democrat. "I have been a rubber stamp social democrat since I voted for Numan Thomas against Roosevelt." In the past few years, however, he has begun to think it might be possible for him to vote Republican.

Apert from being a historian, he is also a family man. He has four children; the two eldest are lawyers, the next is the mother of twins and the fourth is a chef, a combination which he thinks very appropriate. His wife is "the most patient woman in the world." He reads out all his work to her. "When her eyes glaze over I know I'm in for about three pages of revision."

He thinks the suggestion that he is an old-fashioned historian arises from the belief that he once held very strongly that history should be a story. He is now not so sure that he was right about this view which he acquired at a time when the idea of history as story-telling



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With the introduction this year of rationed superannuation and the final establishment next year of a new system of children's allowances, the age of the "Beveridge revolution" has passed. For a time after 1948 it could be assumed that Beveridge had provided the right bases for social policy, but since the late fifties interest in policy and practice, and concern at their evident inadequacies, have grown apace, prompting among many activities, a steady flow of publications in history, social administration and sociology, to which these books are the latest additions.

Beveridge aimed to attack want, but not to ensure more than subsistence, and in this he was true to long-established tradition, though more generous. There had always been the fear that social benefits might provide more than work earned, and their levels had been regulated accordingly. Now, for instance, low wages affected the twenty-year duration of children's allowances before their introduction in 1945 is well brought out in John McNeil's chapter on "Family Allowances and Local Eligibility" in *The Origins of British Social Policy*. Unfortunately the book itself hardly lives up to its title. It is, in fact, a mixed bag of papers, all of them interesting and well supported by research, but too varied in subject and approach to form a true symposium. Pat Thane as editor declares the "broad path" of social betterment "approach" to the history of social policy as "a kind of Whiggism", but draws attention to the many constraints of outside, intention, finance and the sheer immensity of problems which ultimately determined policy. Professor McCord takes up these points and illustrates them from north-eastern experience. He shows, for example, the concern of ratepayers—far from well-off themselves—about social expenditure, a point of particular importance in the depressed twosies. Suspensions of

"scurraging", which are still with us, are of long standing.

The intentions often underlying proposals and practices are examined in John Brown's paper on "social control" and J. R. Hay's on employers' attitudes, while there are also useful studies of "Punishment" in poor relief, the debate over non-contributory as against contributory pensions and the operation of workhouses in the period from 1890 to 1929. The last rightly draws attention to the problems of institutional treatment familiar enough today. Stending somewhat apart is J. H. Treble's contribution on Glasgow between 1890 and 1915, which both fills out Beveridge's early analysis of the varied causes of unemployment and reveals the attitudes which affected its treatment. In all, the book, the outcome of a conference financed by the Social Science Research Council, illustrates the importance of detailed and local studies towards the better understanding of the development and working of social policy, though when put together they need more of a unifying theme.

The origins of policy are more narrowly social in the context of Eric Evans' *Social Policy 1830-1914*, which in some 170 well-chosen extracts traces them from laissez-faire and individualism to the beginnings of national insurance. For convenience he divides the placements into three ages, each with subject subdivisions, and these have their own explanatory introductions, while a general introduction offers suggestive guidance through the whole collection. Inevitably, additions could be suggested, though the only serious gap would seem to be the impact on the 1834 Poor Law of the new phenomenon of periodic industrial unemployment.

A second edition might reconsider the view that the 1851 Housing Act was only "largely" unsuccessful, and not overlook the significance for London of the 1900 Act, while it should note that under the 1908 Old Age Pensions Act married couples received 10s, not 7s 6d. A misprint gives an unusual impression of the formlessness of workhouse life: Will Crooks, we are told, hired bakers to teach inmates the system of bread-breaking. A happy touch. However, the extract itself well indicates the wide range of the collection, which should contribute much to students' understanding of the long slow process of social reform.

Maurice Bruce

First-hand experience

Diary of a Student Social Worker
by Jane Sparrow
Routledge & Kegan Paul, £4.95
ISBN 0 7100 8857 4

This book describes, in the form of a diary, the author's experience and reflections on her placement in a pre-1963 children's department. Readers of her earlier book, *Diary of a Delinquent Episode*, will recall the dovetailing of her work with which she described the stresses, crises, and occasional satisfactions of working in a residential farm school for disturbed and delinquent girls, and her drawn-out comparisons with the more relaxed atmosphere of her placement in a pre-1963 children's department. Readers of her earlier book, *Diary of a Delinquent Episode*, will recall the dovetailing of her work with which she described the stresses, crises, and occasional satisfactions of working in a residential farm school for disturbed and delinquent girls, and her drawn-out comparisons with the more relaxed atmosphere of her placement in a pre-1963 children's department.

This second diary is full of the same sort of incident and sharp observation. We are offered a view of social work in a children's department as seen by the most lively and resourceful member of staff, a student on placement. This is not a common perspective for the general reader, who must be content with more official and conventional presentations of social work, and it is a pity that the book is not as well written as it is well observed. It is a pity that the book is not as well written as it is well observed.

Jane Sparrow gives us not so much a series of case studies as a number of vignettes, well-observed and skilfully drawn, of children and workers, moving constantly through an ever-changing series of crises, particularly meetings, tests and interviews. A series of case studies in which it is difficult to identify who is the puppet and who the puppeteer.

Nancy Burton

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For further information on any of these titles, please contact Rosemary David (THES), The Macmillan Press, Little Essex Street, London WC2R 3LP.



Basel Blackwell and Martin Robertson

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100 Cowley Road, Oxford

BOOKS

System analysis

Administrative Justice and the Unemployed
by J. Fulbrook
Mansell, £11.00
ISBN 0 7201 0555 2

Fulbrook's study is divided into three parts. The first outlines sources of state financial assistance for the unemployed, inevitably concentrating on national insurance and supplementary benefits. Essentially, Fulbrook presents a description of the current position and offers considerable detail on the way the system works. While such description is valuable it is a pity that it could not have been more up to date. Many of the figures quoted relate to the early 1970s and virtually nothing published after 1975 is referred to. One is acutely aware of the delay between collection of material for a book and publication, yet in this area, where figures and descriptions are so quickly out of date, it perhaps means that manuscript publication is not the most suitable way of disseminating information.

The second part of the book consists of a history of social security in Britain. It takes readers from the fourteenth century, through the Poor Law and the 'Beveridge Watersheds' to the 1970s. Few new ideas are presented and little original material is contributed, yet as a summary of developments and clear identifier of trends, this part of the book undoubtedly has merit. It is exceptionally well documented and the three chapters which make up this part have over 600 footnotes between them.

The third part of the book examines the operation of national insurance and social security appeal tribunals in Britain today. The author presents information from his own studies of appeal tribunals, but he also uses the results of other research effectively. The fact that he has in only one fairly limited number of cases, and additional evidence (principally Bell's study and those conducted

by the Child Poverty Action Group) is a reflection more on the paucity of research in this area than on Fulbrook's scholarship.

Fulbrook suggests, in conclusion, that the appeal tribunal system would be improved if it were made more legally responsive and if appellants were legally represented. In some ways this was the least satisfactory part of the book. Fulbrook recognizes that it "would of course be inordinately costly" in bringing lawyers more fully into the tribunal process, no adjustment over this is the way in which they traditionally think and work, but fails to convince that this adjustment would necessarily occur.

Further, Fulbrook is less than convincing when dealing with the problems of excessive formality and rigidity that could result from making tribunals more legally responsive. Similarly, his discussion of discretion in the Supplementary Benefits Commission is far too brief. He challenges Olive Stevenson's position on discretion and the publication of the SBC's "A" code but could have expounded his arguments more.

On the other hand, some of Fulbrook's suggestions for changes in the detail of the system are worthy of further investigation. His plea for a second appeal body for SBC claimants and for closer integration of supplementary benefits and national insurance appeals systems are not original but they are well argued and should command considerable support.

Fulbrook is a barrister and lecturer in law. His background and training are well evidenced in the style of this book and the kind of approach taken. Many may find his study less than fully satisfactory and the links between the historical and other sections could have been stronger. Yet despite its limitations the book is well worth consulting by those interested in this important but relatively under-researched subject.

Michael P. Jackson

An ageing society

The Social Challenge of Ageing
Edited by David Hollman
Croom Helm, £8.95
ISBN 0 85664 428 5

If it is true that the First World War paradoxically helped life expectancy to rise in the general population at a time when family size was falling, none of the long-term implications are only now making themselves felt. They include a general ageing of the population structure and a dramatic projected increase in the very elderly over the next two decades. Extrapolating current trends might suggest the virtual extinction of health services for the elderly in 1990, and though on political grounds this is a prediction most unlikely to succeed it generates sufficient discomfort for policy-makers to think hard about planning for an ageing society.

The groundswell of a changing awareness can be seen in the readiness of researchers to develop an interest in old age, the increased willingness of central government to fund projects investigating aspects of provision for the elderly and the growing number of courses for students of social work, medicine, even architecture, to include an element of gerontology. Reflecting this trend *The Social Challenge of Ageing* claims to provide a multidisciplinary textbook for medical, social work, clergy and other students in the caring professions as well as for planners and architects whose decisions affect the lives of the elderly. Even if there is a need for a textbook, this one will not do.

Apart from an electrifying chapter by Brocklehurst on health, a chapter on social work by Brierley and one on mental illness by White, the rest of the book is from an interesting but unexciting chapter about the role of religion and the clergy by Gaine to a variety of chapters which are often mundane, misleadingly filled, unrelated to one another and unwelcome to the target readership. Rightists' target readership.

chapter on ageing in Western society is mainly about the United States and concentrates on the intersection of an ageing population with an ageing crisis at the turn of the century. He suggests that a combination of middle-class and upper working-class elderly couples might be formed on the outskirts of big cities, with gardens, orchards and small dairies.

The basic theme, however, is an important one, but if Hargrave's is the keynote chapter it is odd that no subsequent writer spends any time on the energy crisis, not even in the chapter which turns out to be about Japan, despite the country's precarious energy dependency.

This heightens my suspicion that a variable hotchpotch of chapters has been bundled together with little editorial conception or control. Another striking feature is that the material in the second half is highly engrossing and unlikely to be of great interest to an overseas readership. Yet English readers equally will have difficulty roiling more than polite interest in the turgid introductory material and will be frustrated by the absence of first-rate British investigative studies. Since the book seems destined to sink without trace it is a pity if the better writing disappears with it. Brocklehurst's essay should be mandatory for all students interested in the elderly, not only for its content, but for its lucidity and verve.

Several of the authors assert that doctors, nurses, social workers and students hold stereotypes about the elderly and think that working with old people will be uninviting and unexciting. These ideas are hardly likely to change unless they are provided with reading material which is incisive, intellectually demanding and interesting with ideas. A book like this one, often tedious, prescriptive, and irrelevant, is likely to confirm their worst prejudices.

Graham Fentell

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Quantitative Sociology Newsletter cased £6.50 net
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The Personal Social Services

Eric Sainsbury

Professor of Social Administration at the University of Sheffield

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1977/Cased/268pp/ISBN 0 273 0097 2/Cat. No. 1988-89/£4.95

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Research continued

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In reply please quote Ref. No. 41687.

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Applications are invited for a post of Research Associate to work with Dr. P. D. A. Hinde, in the Department of Social Psychology. The successful candidate will be expected to contribute to the development of the department and to the University as a whole. The salary scale is £4,101 to £8,555.

Details from: The Services Officer (0.13), Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: 0532 462923. Closing date: July 6, 1978. Please enclose S.A.E.

Colleges of Further Education

School of Technology & Design

Division of General Studies

Applications are invited from suitably qualified persons for two posts of —

LECTURER GRADE I IN GENERAL STUDIES

Programmes offered by the Division include studies of contemporary culture, the environment, art and design, and physical education. In addition to having a sound background of study and experience in at least one of these areas, candidates will be committed to the teaching and development of communication skills, both written and oral.

The salary for the post will be in accordance with the Burnham Scale of Salaries for Teachers in Establishments for Further Education Lecturer, Grade I: £3,192 to £5,334.

Application forms and further particulars are available from: Stalling Office, Bradford College, Great Horton Road, Bradford BD7 1AY, and completed forms should be returned not later than June 30, 1978.

Bradford College

SCHOOL OF TECHNOLOGY & DESIGN

SENIOR LECTURER IN FASHION

The successful applicant will be responsible for the fashion area which is contained within the three-building College course in Textile Design and the two-year HND Course in Fashion. Application has been made to the C.N.A.A. for validation of a degree course which is expected to start in September, 1979, and to which the person appointed will be asked to make a major contribution.

Candidates should possess an appropriate qualification such as A.O.A., O.A.S.E. or BA (Fashion) equivalent, and have suitable experience, preferably in education and/or industry.

The salary for this post will be in accordance with the Burnham Scale of Salaries for Teachers in Establishments for Further Education Senior Lecturer Grade 1: £4,056 to £7,698 (bar at £7,167).

Application forms and further particulars are available from: Stalling Office, Bradford College, Great Horton Road, Bradford BD7 1AY, and completed forms should be returned not later than June 30, 1978.

University of Strathclyde

DEPARTMENT OF FIBRE SCIENCE

The Science Research Council is prepared this year to offer in suitable candidates a limited number of research studentships available at the Department of Fibre Science in the University of Strathclyde. The value of these awards will be up to £1,475 p.a. The successful candidates will work on (a) the chemical and/or physical development of fibres, or (b) fabrication processes and properties of textile structures.

Applications, with curriculum vitae and names of two referees should be sent to A. W. Marvin, Acting Head of Department of Fibre Science, University of Strathclyde, 206 George Street, Glasgow G1 1XV.

BURSARIES IN OFFSHORE STRUCTURES

SRC and Industrially sponsored bursaries are available for the MSc course in Offshore Structures commencing October 1978. Offshore Engineers are urgently required to design and develop structures for exploration and production of North Sea Oil and Gas. Former Cranfield trained Offshore Engineers have found well paid positions with Oil Companies and the Offshore Industry.

For further information and application forms, honours graduates in engineering should write to:

Cranfield

Dr C. I. Kirk, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL. Tel: 0294 750111, ext 241.

EDUCATION OFFICER

The Equal Opportunities Commission was set up under the Sex Discrimination Act 1975 to work towards the elimination of discrimination between men and women and to promote equality of opportunity between the sexes.

The Commission requires an Education Officer, to advise Commissioners on the policy options and law enforcement areas of a wide range of educational issues relevant to the Commission's work. He or she will also be responsible for the organisation and management of the Education Section and will establish and maintain contact with major educational and training bodies, including the Department of Education and Science.

Candidates will be required to demonstrate substantial managerial experience gained by working at a senior level with an L.E.A. or similar body.

The commencing salary is £6,795 on a scale rising to £8,725 with the benefit of an excellent non-contributory pension scheme, generous holiday and sick pay arrangements. Working conditions are first class.

Further details and an application form are available from Personnel Section.

COUNCIL FOR NATIONAL ACADEMIC AWARDS

ADMINISTRATIVE ASSISTANTS

Applications are invited for vacancies which have arisen within the Council's team of Administrative Assistants. Applicants should preferably be graduates with some experience of work in higher education and a good knowledge of administrative systems should be considered.

Salary within the range £4,000-£5,000 (including London weighting). Further details may be obtained from:

The Secretary (C.N.A.A.), Council for National Academic Awards, 14/15, Grosvenor Gardens, London W1A 3AA. Tel: 01-499 7411. Closing date: 30th June, 1978.

as an installment, and it is
installment which has been set
down, not the total contribu-
tion. The shortfall is therefore the
difference between \$7.5 million
and \$10 million, not between
\$10 million and \$50 million.